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News Summary

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Space research is attracting a growing number of scholars from a variety of fields. Story on Page 7.

Many governors are placing state support for higher education among their top priorities this year. Story on Page 13.

The names of more than 650,000 student-loan defaulters have been turned over to the I.R.S. in an effort to tap tax refunds for overdue payments. Story on Page 13.

Good data about federal aid to students are hard to come by, observers say, and the lack could hinder Congressional action on the programs. Story on Page 13.

Too few foundations make an effort to inform grant-seekers of their activities through voluntarily published reports, critics say. Story on Page 18.

Writing exercises in science and mathematics courses are becoming an important method of teaching students to think more clearly. Story on Page 19.

American students who work against South Africa's system of apartheid should keep divestment as their top priority, a group of student leaders said. Story on Page 25.

Drug testing at football bowl games and championship tournaments won almost unanimous approval at the N.C.A.A.'s annual convention last week. Story and other dispatches from the meeting begin on Page 29.

A federal program that provides scholarship aid to undergraduates from Central America got under way at U.S. colleges last week. Story on Page 37.

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Academic Leaders Showing New Optimism About Reform of Undergraduate Education

By ROBERT L. JACOBSON
NEW ORLEANS

Almost one year after a committee of the Association of American Colleges issued a blistering attack on the quality of undergraduate education and excoriated faculty members for widespread curricular decay, academic leaders are beginning to show a new spirit of optimism about the prospects for improvement.

Although concerns over insufficient coherence and rigor in bachelor's-degree programs have not abated, many college educators are shifting their attention from lamenting the shortcomings to doing something about them—and exchanging information about how they are progressing.

That positive and more activist focus was widely evident here this month at the first annual meeting of the A.A.C. since its committee's critique, *Integrity in the College Curriculum*, was published last February.

'A Lot of Movement'

The new optimism includes a belief that repeated calls for restoring the liberal arts to the heart of college and university curricula—a principal mission of the association—have finally taken root across the country.

"There's been a lot of movement" toward reform, observed Robert L. Hess, president of Brooklyn College of the City University of New York. He said college and university representatives here had shown more consensus on basic issues than in several previous years. In the past, he recalled, participants often got into all sorts of debates about the need for new core curricula and related proposals, but now "those are givens."

"There is growing recognition that a solid foundation of liberal learning or general education is an essential part of all undergraduate education," said John W. Chandler, president of the as-

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NCAA Votes to Bar Varsity Competition by Freshmen with Low Test Scores

PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

Grambling State's Joseph Johnson: "If there is any integrity or morality left in this organization, it will find the right thing to do."

Impassioned pleas by leaders of black colleges are rejected

By CHARLES S. FARRELL
NEW ORLEANS

Rejecting impassioned pleas from the presidents of black institutions, an overwhelming majority of the nation's big-time-sports colleges voted last week to prevent freshman athletes with low standardized test scores from playing varsity sports.

Members of the National Collegiate Athletic Association's Division I did agree to delay the full effect of the rules by permitting athletes to offset lower-than-minimum test scores with higher-than-minimum grades during the first two years the rules are in effect.

Joseph B. Johnson, president of Grambling State University and a spokesman for the black colleges, vowed last week that his group would mount a legal challenge to

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Students May Lose $244-Million Under Deficit Law

By STACY E. PALMER
WASHINGTON

Federal spending on student aid must be cut by about $244-million this year to comply with the sweeping deficit-reduction law enacted by Congress last month, the Congressional Budget Office and White House Office of Management and Budget said last week.

Under the law, the President must issue an order by February 1 to reduce overall federal spending in the current fiscal year by $11.7-billion.

To do that, the budget agencies said all non-defense programs—ranging from National Science Foundation projects to postal subsidies provided to colleges and other non-profit groups—must be reduced by 4.3 per cent. Defense-related activities must be cut by 4.9 per cent.

The new law, known as the Gramm-

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'Commuter Marriages' a Growing Necessity for Many Couples in Academe

By SCOTT HELLER

A professor married to another professor is often a professor on an airplane.

Juliet Flower MacCannell knows. Tuesdays, Wednesdays, and Thursdays she's in Southern California, an associate professor of English at the University of California at Irvine. Come Thursday night, she boards Air California and flies 450 miles north to spend the rest of the week with her husband, Dean, a professor at the University of California at Davis, and their children.

Early Tuesday morning she flies back, usually arriving at 10:08 a.m. A cab ride later, Ms. MacCannell is in front of her class, lecturing on comparative literature.

The MacCannells estimate that their commuter marriage costs more than $1,000 a month. Ms. MacCannell rents a room near the Irvine campus, while Mr. MacCannell oversees their family home in Davis. The telephone bills alone run more than $150.

Although no firm figures are available, sociologists estimate that as many as 700,000 couples in the general population have commuter marriages, with the number expected to grow. Some experts say that academics make up a substantial portion of that population.

The reasons are clear: Getting a university teaching job is hard enough. Getting two jobs in the same place is nearly impossible.

"Commuting is going to be part of a life stage for more and more academic couples," predicts Harriet E. Gross, professor of sociology at Governors State University and co-author of *Commuter Marriage: A Study of Work and Family*.

Academics who've been through the experience offer mixed notices. Many are optimistic, surprising even themselves about how well it's worked out. Most, however, say they'd stop commuting in a minute if they could.

Juliet MacCannell says her career flourished when she began to commute five years ago. For three years before that, she had been a typical "academic wife," teaching a few classes on the Davis campus as the need came up. A tenure-track

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given the option of early retirement. The 13 undergraduate sociology majors will be allowed to complete their degrees, Mr. Hunter said.

Provost Brian Thompson said the university was planning to establish a center for the study of social change, which will continue to focus on important sociological issues.

Professor Reprimanded for Disrupting Speech

Following the recommendation of a faculty panel, the provost of Northwestern University last week issued a severe reprimand to a faculty member who helped disrupt a speech by a leader of the Nicaraguan Contras.

In December, a faculty subcommittee found Barbara C. Foley, assistant professor of English, guilty of "grave professional misconduct" for her actions in preventing Adolfo Calero from speaking on the campus. The panel recommended that a letter "of severe reprimand and warning" be placed in her personnel file. She was told that a repetition of such behavior could result in her dismissal.

Mr. Calero had been invited by a student group, and Ms. Foley's actions, the panel found, "violated academic freedom, which included the right of a speaker to speak and an audience to hear."

Arsonist Suspected in Fires at Washington State U.

Officials at Washington State University have offered a $500 reward for information leading to the arrest and conviction of an arsonist who they believe was responsible for a series of fires in two residence halls.

No one was hurt in the three fires, which occurred before most students returned from the winter break. The blazes caused an estimated $55,000 in damage, a spokesman for the university said.

Officials are "relatively certain" that the second and third fires, which occurred in the lounges of a men's residence hall, were set by an arsonist. However, the causes of the first fire, which occurred in a women's dormitory, were still being investigated.

Swarthmore Bars Bias Against Homosexuals

Swarthmore College has amended its statement of policy on equal opportunity to bar discrimination against homosexuals in hiring and admissions. The college's trustees approved the change after more than a year of study by the student subcommittee of Swarthmore's Equal Opportunity Advisory Committee.

The change "insures that sexual preference will not be a basis for consideration for employment or admissions, and that one's sexual preference is personal, private, and, therefore, irrelevant," said Patricia Whitman, Swarthmore's equal-opportunity officer.

Fear Said to Deter Women from Careers in Science

The fear of a conflict between work and family keeps many talented young women from choosing a career in science, according to a study by an associate dean of Radcliffe College and a researcher at the Educational Testing Service.

Using data from a national study of high-school students, Norma C. Ware of Radcliffe and Valerie Lee of the testing service found that only 14 per cent of the young women in the top academic group had chosen a college science major, compared with 40 per cent of the young men.

The analysis showed that the women who placed a high priority on future family and personal life and whose college plans had been influenced by high-school teachers and counselors were less likely to major in science. The authors called the conclusion "surprising and not a little disturbing." They said the results showed that counselors and teachers could play a major role in directing young women toward scientific careers.

Corrections

An article on the new deficit-reduction law, *The Chronicle*, January 8), said that the National Science Foundation had reduced the rate at which it was making fiscal 1986 awards to universities. An N.S.F. budget officer said last week that the rate at which grants were awarded was not reduced between October 1 and December 31, 1985, but that it may be reduced this year to comply with the Gramm-Rudman-Hollings deficit-reduction law.

Student-Faculty Ratios, 1984-85

The following table correctly shows average student-faculty ratios for 1984-85, as calculated by Maryse Eymonerie Associates. The ratios are based on the number of full-time-equivalent students enrolled divided by the number of full-time-equivalent faculty members.

In the January 15 issue of *The Chronicle*, the column headings were inadvertently transposed.

Type of institution	Public	Independent	Church-related	All
Doctoral	17.1	11.7	11.1	15.7
Comprehensive	19.1	15.0	17.0	18.1
General baccalaureate	18.5	13.3	13.7	14.8
Specialized	18.5	13.8	14.4	16.1
2-year				
with academic ranks	14.3	16.6	10.7	14.4
without academic ranks	19.8	10.5	15.6	19.7
All institutions	17.5	13.5	14.0	15.3

Howard U.'s Radio Station Rated No. 1 in Highly Competitive Washington Area

PHOTOGRAPH FOR THE CHRONICLE BY PAUL WAGNER

James Watkins, acting general manager (above foreground, with announcer David Williams): "We have students who are actually on the air. They can compete with anyone else in the marketplace."

By GAYNELLE EVANS

WASHINGTON

When Howard University's radio station, WHUR-FM, signed on the air here in 1971, its staff members knew they would have to push hard to meet the competition from the area's 36 other commercial stations.

This month their efforts paid off. For the first time, the university's station was rated the No. 1 commercial radio station in its metropolitan area—boasting a daily average audience of more than 560,000.

"Achieving that kind of success in a market that size is quite unique for a college-owned station," says Jeffrey Tellis, president of the 650-station Intercollegiate Broadcasting System.

Of the nearly 1,300 college-owned stations in the United States, only seven hold commercial licenses, Mr. Telis says. The majority are public-broadcasting stations or operate on closed circuits.

The other commercial stations are located at Brown, Cornell, Harvard, Princeton, and Yale Universities, Dartmouth College, and the University of Illinois at Urbana-Champaign.

Only Harvard's WHRB is in a more densely populated area than WHUR, which serves the ninth-largest radio market in the country, according to the Arbitron Ratings Company.

The company ranks subscribing radio stations quarterly by evaluating "listening" diaries kept by randomly selected people in 260 geographical areas, or markets. Arbitron has ranked WHUR in the Washington market's top 10 stations since 1977. The Harvard station's audience has never been large enough to be measured in the company's survey.

"The primary purpose of the radio station is to provide a broadcast training ground for our students," says Owen D. Nichols, Howard's vice-president for administration, to whom WHUR reports.

To reach the No. 1 position, the station's management used suggestions from WHUR's 36-member professional staff and its 15 student interns to gain nearly 100,000 new listeners within six months.

"Now we are the single target for each one of our 35 competitors," says M. James Watkins, II, the station's acting general manager, referring to the other commercial stations here.

Even though WHUR has been plagued by internal problems—including the firing last summer of its general manager and the loss of its top-rated announcer to a competitor—the station rose in September from sixth to second in the Arbitron ratings.

'Tightened Up Our Ship'

"During that time we did make a number of changes that tightened up our ship," says Mr. Watkins, who has been the station's acting general manager since July. The changes included increasing the station's promotional and community-service activities and adopting a new slogan and logo. WHUR's music director, its announcers, and some of its interns also began experimenting with the station's "format," or the kind of music played.

"The things we were doing began to pay off in the fall," says Mr. Watkins. "We got a lot of listener feedback in terms of calls and letters."

The students and staff "were becoming more creatively involved," he says. "Of course, that sort of thing has some effect over what goes out over the air. It's contagious, because then everybody begins to have new ideas."

One of the most significant changes was the introduction in October of "Softones," a six-hour program of soft, "mid-rhythm" music—primarily slower ballads. The show is a major departure from the station's regular format of fast-paced, urban contemporary music.

"Now we play music that can be played in office buildings and at home when you're trying to sit down and read," says Mr. Watkins. "I call it working music."

The music for "Softones" is picked in advance by the station's music director. "But students are involved in that whole music-selection process," says Mr. Watkins.

Students from Howard's schools of arts and sciences, business, communications, and engineering work at the station in a variety of capacities and receive course credit, says Howard A. Myrick, chairman of the university's radio, television, and film department.

For example, a student in business or broadcast management might be assigned to the station's advertising, sales, or promotion department, he says.

Engineering students help maintain the station's equipment, says Mr. Watkins. After the station was given to Howard by the Washington Post Company in 1971, engineering students helped to put WHUR on the air.

"It's because of the philosophy that we have toward student participation that we have students who are actually on the air," says Mr. Watkins. "They can compete with anyone else in the marketplace."

That philosophy also encourages Howard graduates to work for WHUR. Many of the station's professional staff members and all of its full-time announcers are Howard graduates. Most began at WHUR as student interns.

One former intern, David E. Williams, was ranked by Arbitron as one of the local market's most popular announcers. Mr. Williams, who graduated in 1983, is an English major who began working at the station in his sophomore year.

"I got into this business because I love it," says Mr. Williams. "Making it would have taken significantly longer if I had gone to school anywhere else," he says. "Howard gave me the opportunity to be what I am."

Students May Lose $244-Million Under Deficit Law

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Rudman-Hollings Act after its legislative sponsors, specifies that, in most cases, the President's order must reduce each federal program, project, or activity by an equivalent proportion to achieve those savings.

The General Accounting Office will send President Reagan a report this week outlining how the automatic spending cuts—which take effect March 1—must be made.

The accounting office may decide to revise the amounts calculated by the O.M.B. and C.B.O. before submitting its own report to the President.

The Education Department expects that its entire budget will have to be trimmed by $599.2-million.

"We can live with these cuts," said Education Secretary William J. Bennett. But he said he hoped automatic spending cuts would not have to be used in coming years. Under the deficit-reduction act, automatic reductions are to be imposed when Congress and the President fail to agree on an alternative way to reduce the deficit.

Said Mr. Bennett, "It would be far preferable to make these decisions according to some determination of priorities rather than mechanically and across the board."

Bruce M. Carnes, Deputy Assistant Education Secretary of Education for planning, budget, and evaluation, said this year's cuts could be "easily absorbed" by the department.

"I look at this way: If the federal government provides 8 per cent of all education spending in this country, then a 4.3-per-cent reduction of our budget translates into a 0.3-per-cent cut in education funding," Mr. Carnes said.

Larger Cuts Are Ahead

Spending reductions for this year are considered to be small in comparison to the dramatic spending cuts that may have to occur in future years. Beginning in fiscal 1987, the law calls for the deficit to be reduced by increments of about $36-billion a year until it is eliminated in 1991.

If the automatic approach had to be used in fiscal 1987, about $50-billion in cuts would be spread across various federal agencies. However, because the law exempts nearly three-quarters of the federal budget from the automatic scheme—including such items as Social Security and interest on the national debt—some higher-education lobbyists expect that reductions of about 30 per cent would have to be made in most college-assistance programs.

The fiscal 1987 cuts would take effect next October 1—just seven months after this year's round of reductions.

The report issued last week by the Office of Management and Budget and the Congressional Budget Office marked the first step in a complicated process of enacting this fiscal year's budget reductions.

The President is required to use the G.A.O. report as the basis of the executive order he will issue. The automatic cuts could be avoided if Congress and the President agreed on some other way to reduce the deficit. It is not expected that an alternative plan will be adopted, however.

Many agencies are still in the process of deciding how they will reduce their budgets by the mandatory amounts. However, the two biggest federal student-aid programs—those that provide Guaranteed Student Loans and Pell Grants—must be reduced through the use of formulas specified by law.

The deficit-reduction act requires that savings in the Guaranteed Student Loan program be achieved in two ways when the automatic cuts take effect. The origination fee that students pay when they first take out a subsidized loan will increase from its present level of 5 per cent to 5.5 per cent of the amount borrowed. The origination fees are collected by lenders but are forwarded to the Department of Education to help pay the costs of the loan program.

The second way in which the costs of the loan program will be reduced is by a reduction in the special interest payments that the government makes to lenders. The interest payment for each loan they make will drop by four-tenths of a percentage point this year.

Lenders are shielded from losing a significant amount of their payments, however, because the interest reduction applies only to the first year that a loan is made. After that, lenders will receive the full amount of the special interest payments allowed under the Higher Education Act.

For this year, any new loan made from March 1 to September 30 will be subject to the increased origination fee and the cut in the special interest allowance called for in the law.

About 2.5 million students—or 67 per cent of all students who receive a Guaranteed Student Loan—are expected to be affected by this year's origination-fee increase.

The Education Department also expects to award 68,000 fewer Pell Grants for academic 1986-87 than it would have without the deficit-reduction law—a cut of about 2 per cent.

In addition, an undetermined number of students will have the dollar amount of their Pell Grants reduced, according to budget officials.

Students from families with very low incomes must be protected from any of the cutbacks, according to another law that guides the operation of the Pell Grant program.

Students from middle-income families who typically receive grants of only about $200 will not receive Pell Grants this fall, budget officials said.

For other higher-education programs, such as aid provided to developing institutions or grants from the Fund for the Improvement of Postsecondary Education, the Education Department has not yet announced precisely how the 4.3-per-cent spending reduction will be achieved—whether, for example, it will be made by cutting the number of awards or their size.

In programs in which there are many highly qualified applicants for funds, officials will probably want to "spread the dollars widely" and award as many grants as they can, said Mr. Carnes.

But when only a few of the applications are strong, he said, it might make more sense to give out fewer awards so that the best candidates are not affected by this year's spending reductions.

At the National Institutes of Health, a budget official said no final decision had been made on how many biomedical research grants it will award this year. Although the N.I.H. is required by law to award 6,100 new grants, the official said that provision might have to be waived because of the required spending cuts. On the other hand, the agency may decide to award all the grants, but shrink the amount given to each project, he said.

Proposed 1986 Cuts in Funds for College Programs

Recommended reductions to meet the requirements of government's new deficit-reduction act

	Fiscal 1986 budget	Proposed cut
Department of Education		
Student assistance		
Pell Grants	$3,588,000,000	$154,284,000
Supplemental Grants	412,500,000	17,738,000
College Work-Study	592,500,000	25,477,000
State Student Incentive Grants	76,000,000	3,268,000
National Direct Student Loans	218,000,000	9,374,000
Guaranteed Student Loans	3,300,000,000	34,059,000
Graduate support		
Graduate and professional opportunities	11,750,000	505,000
Public-service fellowships	2,500,000	107,000
National graduate fellowships	2,500,000	107,000
Institutional assistance		
International education	32,050,000	1,379,000
Cooperative education	14,400,000	619,000
Veterans Cost of Instruction	3,000,000	129,000
Interest subsidies for facilities	23,500,000	1,010,000
Facilities construction grants	10,000,000	430,000
Facilities loans and insurance	17,996,000	5,000
Law School Clinical Experience	1,500,000	65,000
Aid to disadvantaged		
Developing institutions	141,208,000	6,072,000
College-aid migrant programs	1,200,000	52,000
Minority Institutions Science Improvement	5,000,000	215,000
Programs for disadvantaged students	176,370,000	7,584,000
Legal Training for the Disadvantaged	1,500,000	65,000
Bilingual education		
Training grants	33,566,000	1,443,000
Bilingual vocational training	3,686,000	159,000
Library resources		
Research libraries	6,000,000	258,000
Training and demonstration	1,000,000	43,000
Education for the handicapped		
Postsecondary programs	5,500,000	236,000
Research and development	17,000,000	731,000
Personnel development	64,000,000	2,752,000
Rehabilitation training	27,000,000	1,162,000
National Institute of Handicapped Research	44,000,000	1,892,000
Education research and statistics		
National Institute of Education	51,231,000	2,203,000
Center for Statistics	8,747,000	376,000
Fund for the Improvement of Postsecondary Education	12,710,000	547,000
Office for Civil Rights	43,635,000	1,876,000
Women's educational equity	6,000,000	258,000
Science and math education	45,000,000	1,934,000
Vocational education	838,814,000	36,069,000
Adult education	101,963,000	4,384,000
Arts and Humanities		
National Endowment for the Arts	165,959,000	7,136,000
National Endowment for the Humanities	140,629,000	6,047,000
Institute of Museum Services	21,394,000	920,000
National Archives and Records Administration	101,363,000	4,359,000
Department of Defense		
Basic research	927,000,000	52,700,000
Department of Energy		
General science	685,400,000	29,472,000
Department of Health and Human Services		
National Institutes of Health		
Library of Medicine		
Research	$16,502,000	$ 710,000
Education and training	41,306,000	1,776,000
International Center	11,551,000	497,000
Institute on Aging		
Research	150,675,000	6,479,000
Education and training	5,816,000	250,000
Institute of Child Health & Human Development		
Research	306,783,000	13,192,000
Education and training	15,013,000	646,000
Research resources		
Research	304,561,000	13,096,000
Education and training	1,106,000	48,000
Cancer Institute		
Research	1,219,899,000	52,456,000
Education and training	32,838,000	1,412,000
Institute of General Medical Sciences		
Research	455,515,000	19,587,000
Education and training	59,250,000	2,548,000
Institute of Environmental Health		
Research	188,758,000	8,117,000
Education and training	8,720,000	375,000
Heart, Lung, and Blood Institute		
Research	814,791,000	35,036,000
Education and training	44,448,000	1,911,000
Institute of Dental Research		
Research	98,118,000	4,219,000
Education and training	5,164,000	222,000
Inst. of Arthritis, Diabetes, & Digestive Diseases		
Research	541,827,000	23,299,000
Education and training	27,513,000	1,183,000
Institute of Allergy and Infectious Diseases		
Research	371,558,000	15,977,000
Education and training	11,894,000	511,000
Inst. of Neurological & Communicative Disorders		
Research	419,598,000	18,043,000
Education and training	13,764,000	592,000
Eye Institute		
Research	189,603,000	8,153,000
Education and training	5,491,000	236,000
Total N.I.H.	5,493,954,000	236,240,000
Alcohol, Drug Abuse, & Mental Health Admin.		
Research	415,360,000	17,860,000
Education and training	41,000,000	1,763,000
Health-professions education and training	227,100,000	9,765,000
National Science Foundation		
Science and engineering education	55,550,000	2,389,000
Research	1,352,205,000	58,145,000
Total N.S.F.	1,523,855,000	65,526,0000
Department of Agriculture		
Cooperative state research service	291,480,000	12,534,000
Extension service	342,747,000	14,738,000
Environmental Protection Agency		
Research and development	233,400,000	9,607,000
Miscellaneous		
Peace Corps	130,000,000	5,590,000
VISTA	19,000,000	817,000
Equal Employment Opportunity Commission	165,000,000	7,095,000
Postal subsidies for non-profit organizations	748,000,000	32,164,000
U.S. Information Service educational and cultural exchanges	140,500,000	6,042,000
Veterans readjustment benefits	917,000,000	39,431,000

Notes: Recommendations are from the President's Office of Management and Budget and the Congressional Budget Office. They must be approved by the General Accounting Office and incorporated in an executive order by the President. Education Department officials provided the figures for that agency.

In Federal Agencies

Budget cuts. The Congressional Budget Office and the Office of Management and Budget have submitted to the General Accounting Office a list of fiscal 1986 cuts they recommend for federal programs affected by the Gramm-Rudman-Hollings budget-reduction law (*Federal Register*, January 15, Pages 1,918-2,136).

Data collection. The following federal agencies have submitted lists of their data-collection requests to the Office of Management and Budget for review: Department of Education (*Federal Register*, January 13, Page 1,422) and National Foundation on the Arts and the Humanities (*Federal Register*, January 15, Pages 1,450-1).

Postsecondary education. The Department of Education has extended until March 4 the closing date for applications for fiscal 1986 awards under the Comprehensive Program of the Fund for the Improvement of Postsecondary Education (*Federal Register*, January 15, Page 1,833).

FACT-FILE

Fall 1984 Enrollment

By type and control of institution

	All students			Full-time students			Part-time students		
Public institutions	Total	Men	Women	Total	Men	Women	Total	Men	Women
Doctoral	1,760,247	1,245,441	1,148,806	1,812,016	477,541	896,475	583,531	272,940	310,891
Comprehensive	2,253,478	1,008,902	1,170,503	1,431,413	697,562	733,851	770,015	328,163	441,852
General baccalaureate	302,294	154,040	148,254	208,557	111,128	121,423	193,745	86,938	86,805
2-year	8,241,927	3,997,186	4,362,436	5,466,267	2,531,370	2,956,897	2,761,334	1,135,796	1,625,538
All*	12,558,082	6,405,589	6,993,566	9,143,573	3,640,713	5,503,454	4,316,019	1,825,907	2,490,112
Private institutions									
Doctoral	380,480	189,500	184,335	460,601	260,731	199,930	168,294	83,869	84,425
Comprehensive	660,137	311,705	337,953	377,246	213,368	207,058	242,081	117,336	124,745
General baccalaureate	254,130	129,930	124,184	269,228	258,328	211,379	184,428	71,220	113,208
2-year	277,134	138,632	138,502	228,825	90,170	115,700	66,506	27,536	40,970
All*	1,889,881	1,017,548	1,864,830	1,954,615	1,007,340	947,225	821,533	390,158	431,375
All institutions									
Doctoral	2,140,727	1,434,941	1,433,141	2,272,703	1,235,332	1,038,375	752,125	356,809	395,316
Comprehensive	2,913,615	1,320,607	1,507,456	1,808,659	911,150	940,709	1,012,096	445,499	566,597
General baccalaureate	556,424	283,970	272,438	477,785	369,456	332,802	378,171	158,161	200,010
2-year	8,519,061	4,135,818	4,500,938	5,695,092	2,621,540	3,072,597	2,827,840	1,163,334	1,666,506
All*	14,431,962	7,455,137	8,376,966	7,098,368	3,647,509	3,450,879	5,143,552	2,216,065	2,927,487

By student level

	Total	Men	Women	Full-time	Men	Women	Part-time	Men	Women
Undergraduates									
Doctoral institutions	1,992,441	1,043,643	948,798	1,786,800	842,870	943,930	205,641	100,773	104,868
Comprehensive	2,765,730	1,260,403	1,505,327	1,760,721	870,160	890,561	1,004,999	390,243	614,756
General baccalaureate	480,761	247,347	233,414	379,963	189,630	190,333	100,798	57,717	43,081
2-year	8,241,927	3,997,186	4,244,741	5,466,267	2,531,370	2,934,897	2,775,660	1,465,816	1,309,844
All*	13,480,859	6,548,579	6,932,280	9,393,751	4,434,030	4,959,721	4,087,108	2,114,549	1,972,559
First-time freshmen									
Doctoral institutions	392,115	193,833	198,282	338,862	144,972	193,890	53,253	24,861	28,392
Comprehensive	807,285	383,610	423,675	768,913	358,916	409,997	38,372	24,694	13,678
General baccalaureate	208,978	100,604	108,374	199,354	94,058	105,296	9,624	6,546	3,078
2-year	2,734,868	1,276,305	1,458,563	2,258,820	1,044,530	1,214,290	476,048	231,775	244,273
All*	4,254,896	1,963,852	2,291,044	3,565,949	1,642,476	1,923,473	688,947	321,376	367,571
Graduate students									
Doctoral institutions	396,847	196,911	199,936	322,939	133,595	189,344	73,908	33,316	40,592
Comprehensive	176,545	71,798	104,747	122,843	44,673	78,170	53,702	27,125	26,577
General baccalaureate	34,507	17,093	17,414	29,822	13,572	16,250	4,685	3,521	1,164
Specialized	81,247	29,936	51,311	80,241	29,796	50,445	1,006	140	866
2-year	3,278	1,281	1,997	3,267	1,262	2,005	11	19	-8
All*	718,134	317,019	401,115	559,112	223,898	335,214	159,022	93,121	65,901
First professional									
Doctoral institutions	111,860	63,196	48,664	111,859	63,196	48,663	1	0	1
Comprehensive	42,853	21,746	21,107	33,473	17,509	15,964	9,380	4,237	5,143
General baccalaureate	1,483	1,060	423	1,483	1,060	423	0	0	0
Specialized	86,867	48,010	38,857	77,028	44,673	32,355	9,839	3,337	6,502
All*	241,063	133,012	108,051	223,843	126,438	97,405	17,220	6,574	10,646
Unclassified									
All	1,211,893	580,690	631,203	1,013,726	483,829	529,897	198,167	96,861	101,306
	14,431,962	7,455,137	8,376,966	9,143,573	4,510,231	4,633,342	5,288,389	2,944,804	2,343,624

By state

	Public institutions	Private institutions	Total		Public institutions	Private institutions	Total
Alabama	189,578	19,902	209,480	New Jersey	243,466	61,947	305,330
Alaska	29,305	1,992	31,297	New Mexico	64,265	2,236	66,501
Arizona	196,021	9,886	205,907	New York	387,930	620,073	1,007,770
Arkansas	96,750	3,448	100,198	North Carolina	284,417	59,830	344,247
California	1,441,801	351,048	1,792,849	North Dakota	33,441	3,144	36,585
Colorado	143,440	29,000	172,440	Ohio	381,810	136,801	518,611
Connecticut	99,704	39,830	139,534	Oklahoma	145,822	27,472	173,294
Delaware	17,427	3,660	21,087	Oregon	109,231	19,529	128,760
District of Columbia	13,840	31,460	45,300	Pennsylvania	307,132	224,478	531,610
Florida	354,478	66,308	420,786	Rhode Island	34,507	31,492	66,000
Georgia	194,028	49,838	243,866	South Carolina	105,251	28,894	134,145
Hawaii	40,936	4,318	45,254	South Dakota	24,020	8,450	32,470
Idaho	43,936	3,110	47,046	Tennessee	152,740	48,140	200,880
Illinois	361,116	229,961	591,077	Texas	702,753	93,820	796,573
Indiana	214,543	73,886	288,429	Utah	87,215	18,648	105,863
Iowa	199,808	42,558	242,366	Vermont	16,192	12,594	28,786
Kansas	127,211	24,756	151,967	Virginia	245,194	38,005	283,199
Kentucky	132,502	30,902	163,404	Washington	200,857	29,810	230,667
Louisiana	138,946	42,549	181,495	West Virginia	66,364	10,625	76,989
Maine	33,436	15,147	48,583	Wisconsin	275,094	35,781	310,875
Maryland	161,934	14,278	176,212	Wyoming	23,424	0	23,424
Massachusetts	263,964	52,408	316,372	U.S. Service Schools	52,788	0	52,788
Michigan	433,134	79,882	513,016	**Total**	**9,459,592**	**2,782,348**	**12,241,940**
Minnesota	168,726	17,808	186,534	American Samoa	871	0	871
Mississippi	92,641	30,840	123,481	Guam	4,432	0	4,432
Missouri	170,092	11,636	181,728	North Marianas	431	0	431
Montana	32,716	2,308	35,024	Puerto Rico	55,784	93,318	149,102
Nebraska	90,231	4,349	94,580	Trust Territories, Pacific Islands	796	0	796
Nevada	42,700	12,201	54,901	Virgin Islands	2,820	0	2,820
New Hampshire	27,323	307	27,630				

* Includes students enrolled in specialized institutions and new institutions not yet classified.

SOURCE: CENTER FOR STATISTICS

Activists Assert

Continued from Preceding Page

even multiracial, or "open," universities—operate under restraints imposed by South Africa's apartheid laws.

"Some people are responding to the educational needs of South Africa as if it were Nigeria or Ghana, as if the political level in South Africa was not affecting something that was an obvious good like education," said James Breeden, dean of the Tucker Foundation, a public-service organization at Dartmouth.

"There is no non-affected area," he added.

Mr. Breeden said the Americans attending the meeting here had benefited from talking to the South African students, who he said had given them a clear picture of how their actions could affect the situation in South Africa.

"The strongest message that came out of this was the South Africans' rejection of people doing things to them and for them without consulting them," he said.

Edna Van Harte, a black student from the University of the Western Cape who is currently attending Queens College of the City University of New York, said South African students felt the need to inform Americans about the political situation in South Africa.

"For too long, people have said they know what is best for us," she said. "It's time we say for ourselves."

While they are wary that the scholarship funds may divert emphasis from divestment campaigns, some students said they opposed such efforts for political reasons, as well.

Some See a Paradox

Some students said it was "paradoxical" to promote efforts that encourage American institutions to take money out of South Africa, and at the same time support academic programs that may put more money in the hands of government-controlled universities there.

"If you are calling for disinvestment, and you are calling for [scholarship money], it's a contradiction," said Mr. Otunnu. "That's an indirect way of supporting the government, and that would also put down the level of discontent. The government would not feel the pinch to change."

Ms. Randby said some advocates of the scholarship funds were "paternalistic" in their approach to aiding oppressed South Africans.

"The notion that education has to precede liberation—as if we're going to teach people how to liberate themselves and how to run their society—is arrogant at best," she said.

Some participants in the conference said the American students' stand on the scholarship funds had resulted in large part from their conversations with the South African students, some of whom discouraged any actions that might reinforce the apartheid system.

"I wanted to destroy the myth that it is okay for open universities to lay their hands on money in the name of black education," said Ms. Van Harte.

William R. Boyd, president of the Johnson Foundation, said he was surprised at the South African students' opposition to the idea of scholarship money going directly to racially mixed universities.

He added, however, "They weren't saying, 'Keep the money.' What they really wanted to say was, 'Be

How the NCAA Expects to Enforce Its New Academic Rules for Freshmen

NEW ORLEANS

Now that standardized-test scores, grade-point averages, and core curricula have become important factors in the eligibility of college athletes, National Collegiate Athletic Association officials expect the temptation to cheat to increase.

"Anytime you have a rule, there are going to be ways to beat it or try to beat it," said Stephen R. Morgan, assistant executive director of compliance and enforcement for the N.C.A.A. "Hopefully, you make it tough enough that the guy who does it runs a substantial risk of getting caught, and if he gets caught his explanation won't work."

The standardized tests that athletes will have to take have elaborate security measures to detect cheating, Mr. Morgan said, making it easy to check on any suspect scores.

He said the association was prepared to investigate any reports that athletes are not eligible under the new academic standards. He said he expected such reports to come from other institutions that recruited the same athletes and "know better than we couldn't have the appropriate core curriculum or test scores. It is the same kind of trip mechanism that we've relied on over the years."

When such reports are received, the association will investigate whether the athlete is playing because of an inadvertent error in calculation or deliberately in violation of the rules. "That obviously," Mr. Morgan said, "is of major consequence."

Getting Word to High Schools

The new academic standards for freshman athletes at big-time-sports institutions will go into effect in August, and there is some concern about whether potential college athletes know about them.

John W. Ryan, president of Indiana University and former chairman of the National Collegiate Athletic Association's presidents' commission, said that while the association had twice in the past three years sent notices of the impending standards to high schools around the country, "undoubtedly, there will be some people who say they don't know about the rules."

That is a concern shared by Richard E. Lapchick, director of Northeastern University's Center for the Study of Sport in Society, which operates a program that is aimed in part at impressing upon high-school students, particularly athletes, the importance of education.

Mr. Lapchick said he had spoken to about 7,000 high-school students in the past year. When he asked them if they were aware of the possibility that the new standards would be adopted, he said, "I've never had one kid raise his hand."

The standards have received attention in newspapers, Mr. Lapchick said, but apparently that has not been enough. The N.C.A.A. has to devise a way of getting to high-school coaches nationwide," he said. "It's got to be talked about in locker rooms. Those athletes, as far back as junior high school, have to be systematically warned."

Until they are, Mr. Lapchick said, "there is going to be a lot of confusion, and it is going to be unfair to people."

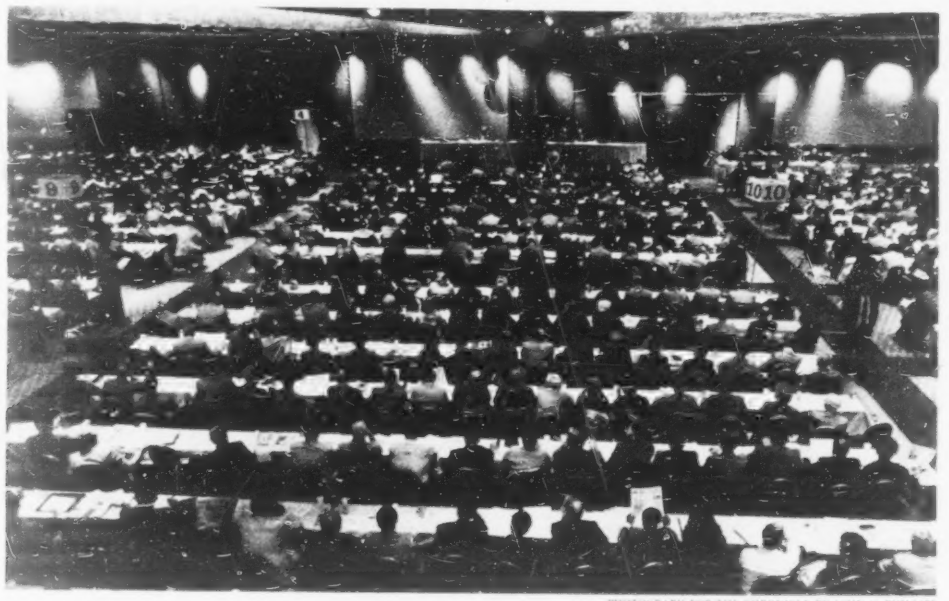
Wilford Bailey, secretary-treasurer of the N.C.A.A. and one of the molders of the new standards, said initial confusion over the rules was inevitable, partly because "some people probably bet on the elimination of the standards."

Students who fall short of the new standards can be admitted to the college of their choice, Mr. Bailey noted. They simply are not eligible to play or practice during their freshman year.

"There is a great deal of uncertainty as to what number, what percentage, of athletes will be brought in under that provision," he said. "In some cases, there will be backing-off of highly-recruited players to see what's going to happen with their grades and test scores."

Many college coaches will probably encourage potential recruits to take the standardized tests as early in their high-school years as possible, Mr. Bailey said.

—CHARLES S. FARRELL



PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

This was the scene at last week's N.C.A.A. convention. Some 1,800 delegates voted to keep minimum test scores as part of academic rules for freshmen.

NCAA Prohibits Varsity Competition by Freshman Athletes with Low Test Scores

Continued from Page 1

the new rules, which he compared to apartheid in South Africa.

He said the black colleges would also develop a "hit list" of institutions that voted at the N.C.A.A.'s annual meeting here against proposals to drop the use of test scores to determine freshman eligibility. He said the list could be disseminated among potential athletic recruits throughout the country to make them aware of "institutions that don't have your best interest at heart."

Proposition 48, as the academic standards are commonly called, has been a hot topic of debate since it was approved at the N.C.A.A.'s annual convention in 1983. As adopted then, the standards called for freshman athletes to have a 2.0 grade-point average in a high-school core curriculum of 11 academic courses, plus a score of at least 700 on the combined Scholastic Aptitude Test or 15 on the American College Testing Program's examination, to be eligible for competition in intercollegiate sports at Division I institutions.

Presidents of black colleges reacted angrily to the inclusion of the minimum test scores. They said such a requirement discriminated against blacks, who historically have not scored as high on standardized tests as whites have.

A subsequent N.C.A.A. study found that a large number of black athletes who eventually received degrees would not have met the Proposition 48 standards had those standards been in effect when they were in college.

In response, most proponents of test scores argued that academic standards using only high-school grades would be open to manipulation and fraud.

The change that was accepted by a 2-to-1 margin at the convention last week was endorsed by the N.C.A.A.'s presidents' commission and council. It calls for a three-year phase-in of the new academic standards.

Here is how it will work:

In 1986-87, a freshman with a grade-point average as low as 1.8 in the core curriculum must score 740 on the S.A.T. or 17 on the A.C.T. exam to be eligible for varsity sports. A freshman with a 660 on the S.A.T. or 13 on the A.C.T. must have a 2.2 grade-point average.

In 1987-88, a freshman with a 1.9 grade point average must score 720 on the S.A.T. or 16 on the A.C.T. A freshman with a 680 S.A.T. or 14 A.C.T. would need a 2.1 grade-point average.

After that, the minimum standards would be those originally adopted—700 on the S.A.T. or 15 on the A.C.T. and a 2.0 grade-point average.

Two Proposals Turned Down

The black colleges submitted two proposals to eliminate the use of test scores to determine eligibility. Their proposal to eliminate the use of test scores altogether was defeated by a vote of 248 to 47, with 7 abstentions and 18 votes not cast. A proposal to use test scores for academic placement only was defeated by a vote of 233 to 66, with 5 abstentions and 16 votes not cast.

The indexing scheme was approved on a vote of 206 to 94, with 4 abstentions and 16 votes not cast.

In speeches to the convention, black-college presidents were outspoken in their criticism.

The N.C.A.A. should not be in the business of proposing academic standards," said Frederick S. Humphries, president of Florida A&M University. "There is an integrity issue here. The real issue is that if schools recruited athletes like they recruit other students, they'd be in great shape."

"The use of the tests to make a yes-no decision is clearly a misuse of the tests," said Luna I. Mishoe, president of Delaware State College.

"If there is any integrity or morality left in this organization, it will find the right thing to do," said Mr. Johnson of Grambling, who is also chairman of the athletics committee of the National Association for Equal Opportunity in Higher Education, a group of 114 predominantly black institutions. "All the evidence gathered since 1983 says a great travesty of justice will be done if this goes into effect. It is an academic hypocrisy for educators to stand before you and convince you it is right to use the S.A.T. and A.C.T. for freshman eligibility."

But supporters of using the scores would not be swayed.

John W. Ryan, president of Indiana University, who was chairman of the N.C.A.A. presidents' commission last year, said the indexing plan took into account many of the concerns expressed by black-college presidents by including some flexibility that will allow more black athletes to participate as freshmen.

Besides, he and others argued, freshman athletes who don't meet the standards can still enroll at a college; they simply will not be permitted to play or practice in their first year. Freshmen who have athletic scholarships do lose one of their four years of eligibility. Those who receive other forms of financial aid in their first year would have four years of eligibility remaining.

John R. Davis, president of the N.C.A.A., said the indexing plan would give many state education systems that do not have the prescribed core curriculum the time to establish one. Standardized test scores should rise as a result of the core curriculum, he said.

It was estimated, however, based on N.C.A.A. figures, that as many as 2,000 athletes who are now seniors in high school might not be eligible to play at Division I institutions next year because of the new rules.

"We are looking at a lawsuit," Mr. Johnson said in an interview after the votes had been cast. "We certainly feel there will be legal action before August [when the standards go into effect], perhaps some kind of injunction. I don't know if we'll win, but we have to pursue it."

Likens Situation to Apartheid

Mr. Johnson said he and other black-college officials were most disturbed by the fact that the indexing formula was accepted even though there was evidence that blacks would be affected disproportionately. "They know it was wrong," he said. "Obviously, this involves morals and integrity that those guys don't have."

He likened the situation to apartheid in South Africa. "This is the same thing," Mr. Johnson declared. "Are they trying to create a white organization?"

The list of institutions that voted against dropping the use of test scores will be "a hit list," Mr. Johnson said. "We'll be able to say, 'Go to a Georgetown because they understand what your problem is and they'll help. They'll treat you right.'"

"Blacks will look at institutions that are sympathetic to their sons and daughters and try to get them in there."

To Consider Withdrawing

Georgetown University voted in favor of using the test scores for academic purposes only, but after that proposal was defeated, voted in favor of the indexing plan that incorporates test scores.

The 15 black institutions in Division I will also explore the possibility of withdrawing from the N.C.A.A.

"We're looking at the possibility of studying what are the benefits of belonging to the N.C.A.A.," Mr. Johnson said. "There may be nothing for us to stay for. We could set up our own organization and probably have some white schools join us."

Mr. Johnson said the black colleges would mount a national campaign against the new academic standards, using the services of people such as the Rev. Jesse Jackson, the civil-rights leader and former Presidential candidate, to get the message across.

"These institutions built arenas, field houses, and endowments on the backs of black kids," Mr. Johnson said. "Now they're saying, 'We don't need you. Go someplace else.' But we're not going to give up."

How Colleges Voted on Revisions in Academic Standards for Athletes

Members of NCAA's top division defeated 2 plans to eliminate test scores, but agreed to delay full effect of standards for 2 years

NEW ORLEANS

Members of Division I of the National Collegiate Athletic Association last week adopted one change in the new academic standards for freshman athletes that will go into effect on August 1. They rejected two other proposed changes.

The division agreed to delay the full effect of the rule for two years by permitting the use of a sliding-scale index. For the next two years, athletes will be permitted to offset lower-than-minimum standardized-test scores with above-minimum grades in college-preparatory courses in high school. They will also be permitted to offset lower grades with higher test scores.

Members of the division defeated two amendments proposed by a group of black colleges. One would have eliminated the use of standardized-test scores from the academic standards; the other would have limited their use.

Following are the roll-call votes on the three issues:

Institutions	Drop test use	Limit test use	Set up index system
U of Akron	No	No	No
U of Alabama	No	No	No
U of Ala at Birmingham	Yes	Abs	Yes
Alabama St U	Yes	Yes	No
Alcorn St U	Yes	Yes	No
American U	No	No	No
Appalachian St U	No	No	No
U of Arizona	No	No	Yes
Arizona St U	No	No	Yes
U of Arkansas			
Fayetteville	Yes	Yes	Yes
Little Rock	No	No	Yes
Arkansas St U	No	Yes	Yes
Auburn U	No	No	Yes
Augusta C	Yes	No	Yes
Austin Peay St U	No	—	Yes
Ball St U	No	No	Yes
Baylor U	No	No	No
Boise St U	No	Yes	Yes
Boston C	No	Yes	Yes
Boston U	No	No	Yes
Bowling Green St U	No	No	Yes
Bradley U	No	No	Yes
Brigham Young U	No	No	Yes
Brooklyn C	No	No	Yes
Brown U	No	No	Yes
Bucknell U	No	No	—
Butler U	No	No	Yes
U of California			
Berkeley	No	No	Yes
Irvine	No	No	Abs
Los Angeles	No	No	No
Santa Barbara	No	No	—
California St U			
Fresno	Yes	Yes	Yes
Fullerton	Yes	Yes	Yes
Long Beach	Yes	Yes	Yes
Campbell U	No	Yes	Yes
Canisius C	No	No	Yes
Centenary C	No	No	Yes
U of Central Florida	No	No	No
Central Michigan U	No	No	Yes
Chicago St U	Yes	Yes	Yes
U of Cincinnati	No	No	Yes
The Citadel	No	No	No
Clemson U	No	No	No
Cleveland St U	No	No	Yes
Colgate U	Yes	Yes	Yes
U of Colorado	No	No	Yes
Colorado St U	No	No	No
Columbia U Barnard C	No	No	Yes
U of Connecticut	No	No	No
Cornell U	No	No	Yes
Creighton U	No	No	No
Dartmouth C	No	No	Yes
Davidson C	No	No	Yes
U of Dayton	No	No	Yes
U of Delaware	No	No	No
Delaware St C	Yes	Yes	No
U of Detroit	No	No	Yes
Drake U	No	No	Yes
Drexel U	No	No	Yes
Duke U	No	No	No
Duquesne U	No	No	Yes
East Carolina U	No	No	No
East Tennessee St U	No	Yes	Yes
Eastern Illinois U	No	No	Yes
Eastern Kentucky U	—	No	Yes
Eastern Michigan U	Yes	Yes	Yes
Eastern Washington U	Yes	Yes	Yes
U of Evansville	No	No	Yes
Fairfield U	No	No	Yes
Fairleigh Dickinson U at Teaneck	No	No	Yes
U of Florida	No	No	Yes
Florida A&M U	Yes	Yes	Yes
Florida St U	No	No	No
Fordham U	No	No	No
Furman U	No	No	No
George Mason U	No	No	No
George Washington U	No	No	No
Georgetown U	Abs	Yes	Yes
U of Georgia	No	No	No
Georgia Inst of Tech	No	No	No
Georgia Southern C	No	No	Yes
Georgia St U	No	No	Yes
Gonzaga U	Yes	Yes	Yes
Grambling St U	Yes	Yes	No
Hardin-Simmons U	No	No	Yes
U of Hartford	Yes	Yes	Yes
Harvard U	No	No	Yes
U of Hawaii	No	No	No
Hofstra U	No	No	Yes
Holy Cross C	No	No	No
U of Houston	No	No	Yes
Houston Baptist U	No	No	Yes
Howard U	Yes	Yes	No
U of Idaho	No	No	Yes
Idaho St U	Yes	Yes	No
U of Illinois			
Chicago Circle	No	No	Yes
Urbana-Champaign	No	Yes	Yes
Illinois St U	No	No	Yes
Indiana St U at Terre Haute	No	No	No
Indiana U (Ind.)	No	No	Yes
Iona C	No	No	Yes
U of Iowa	No	Yes	Yes
Iowa St U	No	Yes	Yes
Jackson St U	Yes	Yes	No
Jacksonville U	No	No	Yes
James Madison U	No	No	No
U of Kansas	No	No	Yes
Kansas St U	No	No	Yes
Kent St U	No	No	Yes
U of Kentucky	No	No	Yes
La Salle U	No	No	Yes
Lafayette C	No	No	Yes
Lamar U	Abs	Yes	Yes
Lehigh U	No	Yes	Yes
Long Island U Brooklyn Center	Yes	Yes	Yes
Louisiana St U	No	No	No
Louisiana Tech U	Yes	Yes	Yes
U of Louisville	No	No	Yes
Loyola C (Md.)	No	No	Yes
Loyola Marymount U	Yes	Yes	Yes
Loyola U (Ill.)	No	No	Yes
U of Maine at Orono	Yes	Yes	No
Manhattan C	No	No	No
Marist C	No	No	Yes
Marquette U	No	No	Yes
Marshall U	No	No	No
U of Maryland College Park	No	No	Yes
Eastern Shore	Yes	Yes	No
U of Mass at Amherst	No	Yes	Yes
McNeese St U	No	Yes	Yes
Memphis St U	No	No	Yes
Mercer U	No	No	Yes
U of Miami (Fla.)	No	No	Yes
Miami U (Ohio)	No	No	Yes
U of Michigan	No	No	Yes
Michigan St U	No	No	Yes
U of Minnesota at Minneapolis-St. Paul	No	No	Yes
U of Mississippi	No	No	No
Mississippi St U	No	No	No
Mississippi Valley St U	Yes	Yes	No
U of Mo at Columbia	No	No	Yes
Monmouth C (N.J.)	No	No	Yes
U of Montana	No	No	No
Montana St U	Abs	Yes	No
Morehead St U	No	No	Yes
Morgan St U	Yes	Yes	No
Murray St U	No	No	Yes
U of Neb at Lincoln	No	No	Yes
U of Nevada			
Las Vegas	No	No	No
Reno	No	No	No
U of New Hampshire	No	No	Yes
U of New Mexico	No	No	Yes
New Mexico St U	—	No	No
U of New Orleans	No	No	Yes
Niagra U	No	No	Yes
Nicholls St U	No	No	Yes
U of North Carolina			
Chapel Hill	No	—	No
Charlotte	No	No	No
Wilmington	No	No	No
North Carolina A&T St U	No	No	No
North Carolina St U	No	No	No
North Texas St U	No	No	Yes
Northeast Louisiana U	No	No	Yes
Northeastern U	No	No	Yes
Northern Arizona U	No	No	Yes
Northern Illinois U	No	No	Yes
U of Northern Iowa	No	No	No
Northwestern St U	No	—	No
Northwestern U	No	No	No
U of Notre Dame	No	Abs	Yes
Ohio St U	No	No	Yes
Ohio U	No	No	Yes
U of Oklahoma	No	No	Yes
Oklahoma St U	No	No	Yes
Old Dominion U	No	No	Yes
Oral Roberts U	No	No	Yes
U of Oregon	No	No	No
Oregon St U	No	No	—
U of the Pacific	No	No	Yes
Pan American U	No	No	Yes
U of Pennsylvania	No	No	Yes
Pennsylvania St U	No	No	No
Pepperdine U	No	No	Yes
U of Pittsburgh	No	No	Yes
U of Portland	Yes	Yes	Yes
Prairie View A&M U	Yes	Yes	No
Providence C	Abs	Yes	Yes
Purdue U	No	—	Yes
Radford U	No	No	No
U of Rhode Island	No	No	Yes
Rice U	—	No	No
U of Richmond	No	No	Yes
Rider C	No	No	Yes
Robert Morris C (Pa.)	No	Yes	Yes
Rutgers U at New Brunswick	No	No	Yes
Saint Bonaventure U	No	No	Yes
Saint Francis C (N.Y.)	Yes	Yes	Yes
Saint Francis C (Pa.)	No	No	No
Saint John's U (N.Y.)	Yes	Yes	Yes
Saint Joseph's U (Pa.)	No	No	Yes
Saint Louis U	No	No	Yes
Saint Mary's C (Cal.)	No	No	No
Saint Peter's C	No	No	Yes
Samford U	No	No	Yes
San Diego St U	Yes	Yes	Yes
U of San Francisco	No	No	No
San Jose St U	Yes	Yes	No
U of Santa Clara	No	No	Yes
Seton Hall U	Yes	—	Yes
Siena C	Yes	Yes	Yes
U of South Alabama	No	No	Yes
U of South Carolina	No	No	No
South Carolina St C	Yes	Yes	No
U of South Florida	No	No	Yes
Southeastern La U	No	No	Yes
U of Southern Cal	No	No	Yes
Southern Illinois U at Carbondale	Yes	Yes	Yes
Southern Methodist U	No	No	No
Southern U at Baton Rouge	Yes	Yes	No
Southwest Mo St U	No	No	Yes
Southwest Texas St U	—	No	No
U of Southwestern La	No	Yes	Yes
Stanford U	No	No	No
Stetson U	No	No	Yes
Syracuse U	No	No	Yes
Temple U	Abs	Abs	Yes
U of Tennessee			
Chattanooga	No	No	Yes
Knoxville	No	No	No
Tennessee St U	Yes	Yes	No
Tennessee Tech U	No	No	Yes
U of Texas			
Arlington	No	No	No
Austin	No	No	Yes
El Paso	No	No	—
San Antonio	No	No	Yes
Texas A&M U	No	No	Yes
Texas Christian U	No	No	No
Texas Southern U	Yes	Yes	No
Texas Tech U	No	No	No
U of Toledo	No	No	Yes
Towson St U	No	No	Yes
Tulane U	No	No	Yes
U of Tulsa	No	No	—
U.S. Air Force Acad	No	No	No
U.S. International U	Yes	Yes	Yes
U.S. Military Acad	No	No	Yes
U.S. Naval Acad	No	No	No
U of Utah	No	No	Yes
Utah St U	Yes	Yes	Yes
Utica C	No	Yes	Yes
Valparaiso U	No	Yes	Yes
Vanderbilt U	No	No	No
U of Vermont	No	No	Yes
Villanova U	No	No	Yes
U of Virginia	No	No	No
Va Commonwealth U	No	No	Yes
Virginia Military Inst	No	No	No
Va Polytechnic Inst and St U	No	No	Yes
Wagner C	Yes	No	No
Wake Forest U	No	No	No
U of Washington	No	No	Yes
Washington St U	No	No	Yes
Weber St C	No	Yes	No
West Texas St U	No	No	Yes
West Virginia U	No	No	Yes
Western Carolina U	No	No	No
Western Illinois U	No	No	Yes
Western Kentucky U	Yes	Yes	Yes
Western Michigan U	No	No	Yes
Wichita St U	No	No	Yes
C of William and Mary	No	Yes	Yes
U of Wisconsin			
Green Bay	No	No	Yes
Madison	No	No	Yes
U of Wyoming	No	No	Yes
Xavier U	No	Yes	Yes
Yale U	No	No	Yes
Youngstown St U	No	No	No
Conferences			
Atlantic Coast	No	No	No
Big East	—	Yes	Yes
Big Eight	No	No	Yes
Big Sky	No	No	Yes
Big Ten	No	No	Yes
Colonial	No	No	No
East Coast	No	No	Yes
Gateway Collegiate	Abs	Abs	Abs
Gulf Star	No	No	No
High Country	No	No	Yes
Ivy League	No	No	Yes
Metropolitan Atlantic	No	No	Abs
Metropolitan Collegiate	No	No	Yes
Mid-American	No	No	Yes
Mid-Continent	No	No	Yes
Mid-Eastern	Yes	Yes	No
Midwestern Collegiate	No	No	Yes
Missouri Valley	No	No	Abs
Mountain West	No	No	Yes
Northern Pacific	Yes	Yes	Yes
North Star	No	No	Yes
Ohio Valley	No	No	Yes
Pacific Coast	Abs	Abs	Yes
Pacific-10	No	No	Yes
Southeastern	No	No	No
Southern	No	No	No
Southland	No	No	Yes
Southwest	—	No	No
Southwestern	Yes	Yes	No
Sun Belt	No	No	Yes
Trans America	—	No	Yes
West Coast	No	No	Yes
Western	No	No	Yes

Abs Abstained
— Not voting

PHOTOGRAPH FOR THE CHRONICLE BY JOHN C. PHILLIPS

Joe L. Boyer, president of Mississippi Valley State University, receives ballot for roll-call vote at N.C.A.A. convention.